AP U.S. History, Semester 1
Unit Quiz: The American Revolution
Instructor's Version B

Answers: Multiple-Choice Questions

1.	E	**16.**	A
2.	D	**17.**	C
3.	A	**18.**	D
4.	B	**19.**	D
5.	E	**20.**	C
6.	C	**21.**	E
7.	D	**22.**	B
8.	E	**23.**	D
9.	C	**24.**	E
10.	A	**25.**	D
11.	B	**26.**	A
12.	D	**27.**	B
13.	E	**28.**	B
14.	B	**29.**	E
15.	C	**30.**	C

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Answers: Free-Response Questions
(Students answer one of two questions.)

Question 1:
Explain why events in Massachusetts led to wider tensions between the colonies and Britain after 1765.

Key points

- Since 1630 the first settlers in Massachusetts Bay and Governor Winthrop had acted independently as they established their own laws and looked to their own defense.
- In 1653 Massachusetts had refused to aid England in the war with Holland.
- In 1665 the King's commissioners were treated rudely and Massachusetts refused to allow the Church of England to establish itself there.
- Colonial opposition in Massachusetts to strict controls had been demonstrated during the time of Andros in 1686.
- Boston was an important trading port in the Northeast and was directly impacted by the Navigation Acts, which regulated trade.
- During the Glorious Revolution, Walpole's emphasis on merchant activity also influenced the colonists.
- Puritan beliefs were often at odds with prevailing British views. A certain stubborn and independent attitude typified many settlers in Massachusetts.
- Certain radicals, such as Sam Adams, were based in Boston and worked full time to organize opinion against the British, including his circular letters and later the Committees of Correspondence.
- The Massachusetts House of Representatives adopted Adams's declarations and sent them to other colonial legislatures. Thus Boston became an organizational hub of resistance.
- Tensions between Boston citizens and British soldiers were tense and led to the so-called Boston Massacre where the first colonists died when confronting the authority of Britain. Adams used this as propaganda so that Boston could thus claim the first martyrs of the cause of colonial resistance.
- When Parliament gave the monopoly for all tea trade to the British East India Company it was the Citizens of Boston who protested it with the destruction of tea stores in Boston Harbor. This "tea party" became another incident to further anger the crown and force it to deal with the city of Boston specifically.
- The Intolerable Acts followed, which closed Boston harbor and caused even more colonists to join the ever-escalating tensions between the crown and Massachusetts.
- Rumors of colonists training and storing munitions led to the first shots of the Revolution at Lexington and Concord.

Pointers for Instructors

- Make sure students focus their arguments.
- Students must use specific events and evidence to support their claims.

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Scoring Rubric
The question is worth 40 points. There are five scoring ranges.

36-40 points – Excellent

The student must have a strong clear thesis statement that specifies why Massachusetts led the way in protesting against British rule after 1765. The essay should be very well written with logical patterns of organization. Major points from the list above should be used as evidence to support the clearly evident thesis. The student's response must prioritize the evidence indicating which points are most important. The answer may contain minor errors.

32-35 points - Very Good

The student's answer must have a thesis that explains how events in Massachusetts led to greater conflict between the colonials and the crown in London. The essay should be well written and be logically organized. Students should use many of the points from the list to support their thesis. There may be some errors but none that detract from the overall essay.

28-31 points – Adequate

The student may be attempting to craft a thesis but it's not well defined and may be flawed. The essay should have some of the points on the list above within the body. The essay may lack a conclusion and contain several errors.

24-27 points – Flawed

The essay has serious weaknesses. It may be off the topic and the student may have little understanding of why Massachusetts was estranged from the crown early in its history for theological and economic reasons. The thesis may be weak or difficult to understand. The essay contains little relevant information from the list above and may be underwritten.

20-23 points - Severely Flawed

The student's answer doesn't explain why Massachusetts was a "hot spot" after 1765 and appears to know almost nothing of its historical development as a British colony.

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Question 2:
Assess the validity of the following statement: Without the 1778 alliance with the French, American victory in its War for Independence would not have been possible.

Key points

- American problems of supply; forced to fight on the cheap
- Tories vs. radicals and problems of disunity
- Americans had no tax base and were continually short of funds needed to fight the war
- Most munitions for the early years of the Revolution secured from France from 1776
- French foreign minister Comte de Vergennes
- First major offer of French aid came after American victory at Saratoga
- Two treaties signed in 1778: Treaty of Amity and Commerce and the Treaty of Alliance
- France recognizes the new nation of the United States and claims no interest in North American territory for itself
- Spain entered the war, too, but as ally of France vs. Britain, not as ally of the Americans
- The leadership and friendship of the Marquis de Lafayette who fought under Washington
- French loans to Americans
- French supplies for Americans
- The French fleet, under Admiral de Grasse, made American victory at Yorktown possible

Pointers for Instructors

- Make sure students focus on the question; they should either defend or oppose the proposition that French assistance was crucial for American victory.
- Students should write an analysis (as opposed to a narrative of the forms of French assistance).
- Emphasize that every paragraph they write must contribute to their thesis. Any paragraph that doesn't relate directly to the thesis will weaken the essay.

Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points—Excellent
The essay must have a strong, clear thesis that takes a definitive stand one way or the other on the value of French assistance during the war. The position must be clear; the student should argue that French assistance was either essential or not essential. The essay must be well organized and well written; it must make sense throughout. The student should also indicate an understanding of the complexity of the question. Essays in this range should mention the role of Lafayette and perhaps Rochambeau and de Grasse at Yorktown. Both economic and military aid must be included. The answer may contain minor errors.

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32-35 points—Very Good
The student's thesis must be consistent with the question and deal with the validity of the statement about French assistance to the American cause. The essay should be well organized and clearly written; it doesn't need to be exceptional, but it must be logical. Evidence will be used to either prove the necessity of French aid or the possibility that the Americans could have won the war on their own. The answer may contain minor errors.

28-31 points—Adequate
The student's thesis may only be partially developed—it may address the question, but does so in a way that doesn't acknowledge the question's complexity. The essay will most likely fail to prioritize the arguments. The student's answer is primarily descriptive or narrative, and doesn't provide an analysis of the question or of the evidence provided. It doesn't address all the relevant issues, and will ignore the opposing position. The writing and organization is unclear, but acceptable. It may contain numerous errors.

24-27 points—Flawed
The student's thesis will be unclear, and will not be supported in the body of the essay. There's no attempt to prove the value of French assistance during the Revolution. Use of evidence will be unclear, and the argument will be poorly developed. The student will show only a limited understanding of the question, and will offer little or no analysis. What little analysis there is will be inaccurate. The student will show little understanding of America's need for assistance during the war with Britain. The student's answer will be weakly organized and the writing will be unclear.

20-23 points—Severely Flawed
The student provides no thesis, or provides one that isn't relevant to the question. The student demonstrates little or no understanding of the question. The answer contains major errors and is disorganized and poorly written. The essay may deal in vague generalities and include none of the key points regarding French aid during the Revolution.

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